



BUFFALO ELEMENTARY

733 Main Street
Buffalo, SC 29321

Grades	PK-5 Elementary School	
Enrollment	655 Students	
Principal	Melissa Inman	864-429-1730
Superintendent	Dr. Kristi Woodall	864-429-1740
Board Chair	Dr. Wanda R. All	864-429-0746

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Below Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

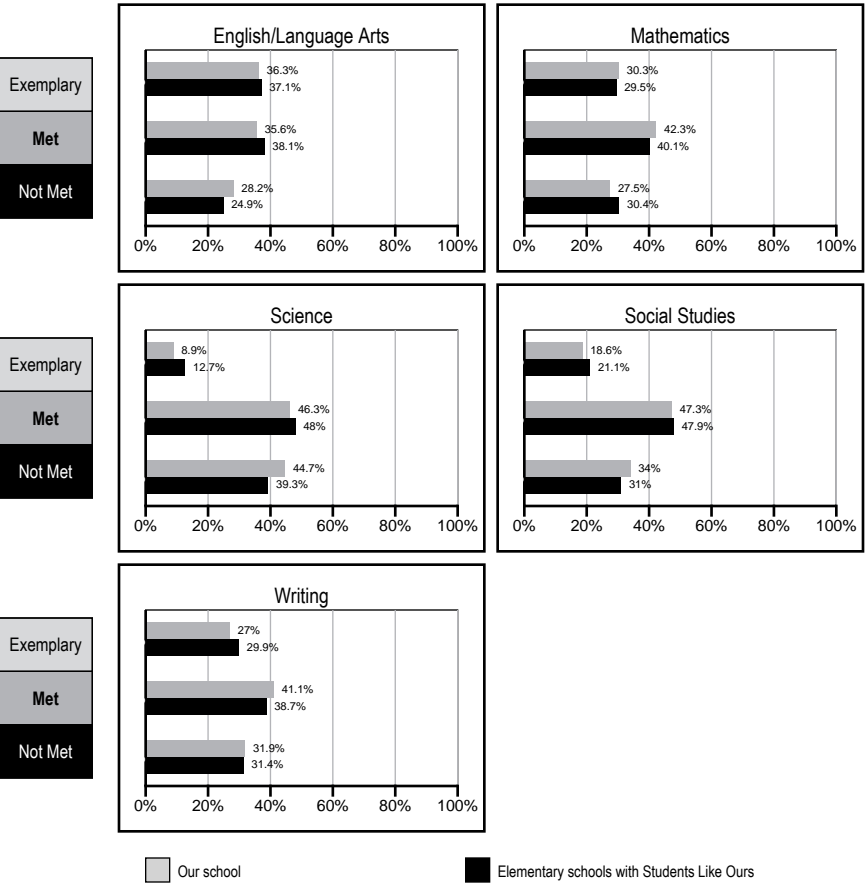
98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	20	95	8	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=655)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 2.3%	1.3%	1.2%
Attendance rate	94.9%	Down from 95.1%	95.8%	96.1%
Eligible for gifted and talented	13.1%	Up from 9.0%	10.4%	11.7%
With disabilities other than speech	12.5%	Up from 12.4%	8.7%	8.0%
Older than usual for grade	0.4%	Up from 0.0%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	71.1%	Up from 67.4%	60.0%	60.5%
Continuing contract teachers	84.4%	Down from 87.0%	85.7%	84.6%
Teachers with emergency or provisional certificates	2.5%	Up from 2.3%	0.0%	0.0%
Teachers returning from previous year	91.4%	Up from 91.0%	88.1%	87.0%
Teacher attendance rate	94.6%	Up from 93.9%	95.0%	95.4%
Average teacher salary*	\$48,266	Up 1.2%	\$47,077	\$47,288
Professional development days/teacher	12.0 days	Down from 15.6 days	10.2 days	10.5 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 19.0 to 1	19.2 to 1	19.2 to 1
Prime instructional time	89.1%	Up from 88.6%	89.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 98.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,560	Up 5.1%	\$7,486	\$7,548
Percent of expenditures for instruction**	73.4%	Up from 69.9%	68.1%	68.7%
Percent of expenditures for teacher salaries**	71.9%	Up from 67.4%	64.6%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Our mission at Buffalo Elementary School is to commit to students first in building community, excellence, and lifelong learning. We will strive to provide a positive school culture as well as a safe haven where student learning can thrive. Through our motto, "Climbing to New Heights," we deem that we have once again made noteworthy gains in reaching school goals and academic achievement.

Throughout the 2009-2010 school year, we continued with efforts that stemmed from the South Carolina Reading Initiative (SCRI). Teachers attended afterschool study groups and book clubs. This professional development provided teachers with an enormous amount of knowledge and skills to aid in promoting best practices for students.

Other accomplishments at Buffalo Elementary School include applying for Palmetto's Finest Award and achieving Ribbon status for the Positive Behavior Interventions and Supports (PBIS). Many of our teachers applied and have received Donor's Choose Grants. Our School Improvement Council and PTA continue to be active participants in the decision-making process at Buffalo Elementary. Our volunteer program continues to grow and assist our school in meeting all academic needs.

Together, parents, teachers, students, and all stakeholders are working diligently to meet the needs of all students in order to "Climb to New Heights."

Melissa Inman, Principal

Frank Hart, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	92	49
Percent satisfied with learning environment	88.9%	88.0%	89.8%
Percent satisfied with social and physical environment	94.6%	91.1%	87.8%
Percent satisfied with school-home relations	86.5%	89.0%	89.6%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	313	99.4	27.1	35.3	37.6	85.8	78.4	83.5	Yes	Yes
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Gender

Male	152	100	27.4	33.6	39	86.3	76.3	80.1	N/A	N/A
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Female	161	98.8	26.8	36.9	36.2	85.2	80.7	87	N/A	N/A
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Racial/Ethnic Group

White	171	99.4	21.5	30.1	48.5	89	82.3	89.6	Yes	Yes
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African American	134	99.3	34.1	41.3	24.6	82.5	72.5	74.6	Yes	Yes
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	78.6	79.6	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
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Disability Status

Disabled	54	100	60	20	20	52	48.5	51.7	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	72.7	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	226	99.1	30.8	39.3	29.9	83.4	74.8	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	313	99.7	27.1	41.7	31.2	80	78.1	80.4	Yes	Yes
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Gender

Male	152	100	21.9	45.2	32.9	82.9	78	78.4	N/A	N/A
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Female	161	99.4	32.2	38.3	29.5	77.2	78.1	82.5	N/A	N/A
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Racial/Ethnic Group

White	171	99.4	19	39.3	41.7	86.5	82.3	87.8	Yes	Yes
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African American	134	100	37.3	45.2	17.5	72.2	71.6	69.3	Yes	Yes
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	78.6	78.3	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
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Disability Status

Disabled	54	100	62	22	16	48	47.4	46.1	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	72.7	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	226	99.6	32.2	45.5	22.3	74.9	74.1	72.8	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	208	99	43.1	46.2	10.8	56.9	59.9	67.3
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Gender

Male	105	99.1	32.3	52.5	15.2	67.7	61.7	66.9
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Female	103	99	54.2	39.6	6.3	45.8	58.2	67.7
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Racial/Ethnic Group

White	112	99.1	30.5	51.4	18.1	69.5	69	79.6
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African American	91	98.9	57	40.7	2.3	43	45.4	49.7
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	63.6	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
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Disability Status

Disabled	37	97.3	68.6	17.1	14.3	31.4	28.2	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	58.6
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Socio-Economic Status

Subsidized meals	155	98.7	49.3	45.1	5.6	50.7	53.3	55.4
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Social Studies

All Students	205	98.5	33.3	47.4	19.3	66.7	63.8	70.9
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Gender

Male	101	99	32.6	46.3	21.1	67.4	65.6	70.1
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Female	104	98.1	34	48.5	17.5	66	61.9	71.7
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Racial/Ethnic Group

White	107	99.1	27.2	45.6	27.2	72.8	67.9	79.2
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African American	92	97.8	42.9	46.4	10.7	57.1	57.4	58.4
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	81.8	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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Disability Status

Disabled	37	94.6	50	43.8	6.3	50	34.1	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	68
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Socio-Economic Status

Subsidized meals	149	98	37	50.7	12.3	63	58	60.8
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Abbreviations for Missing Data

N/A–Not Applicable

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N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	304	97	31.7	41.2	27.1	68.3	64.1	72.1	94.9	95.5
Gender										
Male	148	96.6	34.8	42.8	22.5	65.2	56.8	65.2	94.9	95.4
Female	156	97.4	28.8	39.7	31.5	71.2	71.5	79.2	94.9	95.6
Racial/Ethnic Group										
White	164	95.7	23.4	40.3	36.4	76.6	70.3	80.8	94.4	95
African American	132	99.2	40.8	42.4	16.8	59.2	54.6	59.7	95.5	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	97.2	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	69.2	64.6	94.8	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	88.6
Disability Status										
Disabled	51	84.3	75.6	17.1	7.3	24.4	23.3	27.7	94.1	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	72.7	63.7	97.5	96.4
Socio-Economic Status										
Subsidized meals	220	96.8	36.5	43.8	19.7	63.5	57.6	61.9	94.5	95.2

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	104	100	37.6	33.7	28.7	62.4
	4	95	100	21.7	52.2	26.1	78.3
	5	100	100	28.3	51.5	20.2	71.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	108	100	15	20	65	85
	4	102	99	37.5	36.5	26	62.5
	5	97	100	29.8	51.1	19.1	70.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	2	I/S	I/S	I/S	I/S	I/S
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	104	100	44.6	34.7	20.8	55.4
	4	95	100	18.5	44.6	37	81.5
	5	100	100	41.4	48.5	10.1	58.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	108	100	25	32	43	75
	4	102	100	28.1	52.1	19.8	71.9
	5	97	100	28.7	40.4	30.9	71.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	2	I/S	I/S	I/S	I/S	I/S
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	52	100	54	34	12	46
	4	95	100	37	51.1	12	63
	5	49	100	44.9	51	4.1	55.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	56	100	40.4	38.5	21.2	59.6
	4	101	99	46.3	50.5	3.2	53.7
	5	49	98	41.3	47.8	10.9	58.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	52	100	29.4	52.9	17.6	70.6
	4	95	100	19.6	56.5	23.9	80.4
	5	51	100	52	36	12	48
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	53	100	20.4	36.7	42.9	79.6
	4	101	99	32.6	56.8	10.5	67.4
	5	48	97.9	47.8	41.3	10.9	52.2
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	1	I/S	I/S	I/S	I/S	I/S
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	104	99	46	21	33	54
	4	94	96.8	27	49.4	23.6	73
	5	100	99	39.8	38.8	21.4	60.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	105	98.1	21.4	39.8	38.8	78.6
	4	103	97.1	39.4	41.5	19.1	60.6
	5	96	95.8	34.8	42.4	22.8	65.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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